DOCUMENT RESUME

ED 225 951 SP 021 707

TITLE	Student Motivation in Reading Activities: An Assessment of Teacher Corps Intervention Activities at Holland Elementary School. Teacher Corps Program '79. The University of Toledo/Springfield Local Schools.
INSTITUTION	Toledo Univ., Ohio. Coll. of Education.
SPONS AGENCY	Department of Education, Washington, D.C. Teacher Corps.
PUB DATE	Mar 81
NOTE	27p.; For related documents, see SP 021 705-717.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Childrens Literature; Elementary Education; *Inservice Teacher Education; *Language Arts; Participant Satisfaction; *Program Evaluation; *Reading Instruction; Staff Development; *Student Motivation; Teacher Attitudes; *Teacher Interns
IDENTIFIERS	Teacher Corps; University of Toledo Springfield Local Schools Pro

ABSTRACT

Intervention activities in reading and language arts, designed and implemented by the Teacher Corps program at Holland Elementary School (Springfield, Ohio), are described and evaluated. Activities performed by teacher interns included introducing and distributing books; reading stories and poems; constructing learning centers; and planning and carrying out activities that involved reading contests, writing, songs, celebrations, and presentations which required creative input from students. Workshop sessions, focusing on reading motivation, were also presented for the school staff. To validate the impact of these staff development activities, four sets of data were assembled and analyzed: (1) feedback from staff regarding intern activities; (2) parent and student responses to a mail survey; (3) reading interest inventories administered to primary and intermediate elementary students in three elementary schools; and (4) feedback from workshop participants. It is concluded that the school intervention activities conducted at the elementary school had a positive impact on the students, the school staff and reading program, and on the interns. Results of the feedback from the Holland staff are discussed. Attachments include samples of survey instruments used in the program and tables of survey results. (JD)

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ED225951

Teacher Corps * Program '79
The University of Toledo/
Springfield Local Schools

Student Motivation in Reading Activities:

AN ASSESSMENT OF TEACHER CORPS INTERVENTION ACTIVITIES AT HOLLAND ELEMENTARY SCHOOL

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James R. Gress

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March, 1981

SP 021 707

Holland Elementary School was the site for the initial LEA experience for the interns associated with The University of Toledo/Springfield Local Schools Teacher Corps Project. During Fall, 1980, the four interns -- Lynn Haffey, Ellen Judd, Denise Lemerand and Aurelio Sanchez, Jr. -- initiated a variety of activities designed to enhance student "Motivation in Reading," the highest priority building staff development goal identified at Holland during the 1979-80 needs assessment. The interns were assisted by Joan Inglis, Project Director, UT Professor and reading education expert, and by Ralph Carroll, On-Site Coordinator and Team Leader. In addition, a building workshop conducted by Herbert Sandberg, UT Professor of Elementary and Early Childhood Education and well-known children's literature authority, provided opportunities for teachers to explore methods for motivating students' reading.

This report describes Fall staff development activities at Holland as well as elements of validation studies to assess initial impact of those activities, and it presents findings and conclusions of the study.

Fall Staff Development

LEA staff development activities are a major focus of local project activities for Years Two and Three (see 1980 Continuation Amendments, pp. 72-77 and 88-105). University courses offered on-site, individual building workshops, curriculum development activities, and specially designed summer training programs are principal components of that staff development.

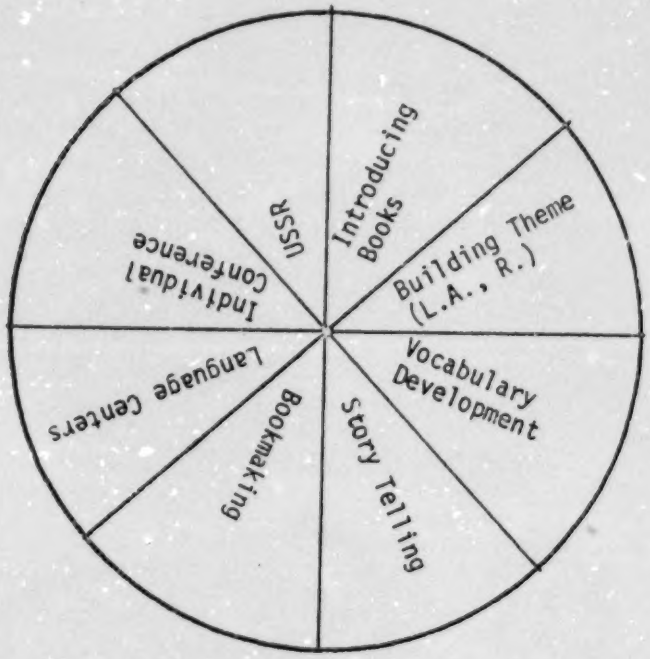
Intern Activities. In addition, it was decided by the local project to utilize intern school experiences as an additional staff development catalyst (1981 Continuation Proposal, p. 17):

> The interns, as project staff, will provide intervention activities that will assist the schools in meeting their self-defined high-priority goals, thus coordinating the internship with project purposes.

As described in the 1981 Continuation Proposal (pp. 17-20):

Holland Elementary was identified as the first building in which to conduct intervention strategies as many of the Holland teachers in the summer institute had spoken enthusiastically about having the interns in the building. The interns' first activity was to visit each room and present an educational paperback book (purchased at the Summer Institute book display) to each teacher in the building as a way of introduction. This activity provided an exciting entry into the building.

Holland's high-priority goals as established in Year One focused on motivating children to read and on incorporating literature for children in building programs. The building theme "Motivation in Reading" was identified as the Fall area of concentration. After an initial discussion meeting with Holland's Internship Supervisory Team (the Principal, Department Chairpersons and Team Leader), the interns presented the model below to the Team as a framework for the quarter's activity.



Motivation for Readers
Holland School

Intervention activities in reading and Language Arts which thus were designed and implemented by the interns and approved by the Supervisory Team are identified and described below:

1. Introducing Books. Interns selected, introduced and distributed approximately 900 tradebooks to children in Holland. One hundred percent of the staff accepted the invitations extended by the interns for this activity and set up a regular schedule for the quarter.

2. Reading Stories and Poems. The interns selected highly motivating stories and poems and read them in classrooms, on a regular schedule, especially during Halloween, Thanksgiving and Christmas.

3. Constructing Learning Centers. The interns constructed several attractive, worthwhile, independent learning activity centers in Reading and Language Arts, designed a check-out system, and placed these portable centers in the Holland Resource Room.

4. Identified Halloween as a building theme and designed a series of activities for the building as well as for individual classrooms according to desires stated by teachers and communicated through the Supervisory Team and worked out with teachers.

   a. Edgar Allen Pumpkin Language Arts Activity was a building activity in which attention-getting antics were played in classrooms after school by interns. (Intern logs, on file in the Project office, contain complete descriptions of all learning activities.)

   b. A Pumpkin Seed Reading Contest was also a central theme in the building. Seeds from 25 pumpkins were cleaned and placed in a jar in a Halloween Display. Children were to guess the number of seeds in the jar. Twelve copies of Where the Sidewalk Ends by Shel Silverstein, the children's all-time favorite book introduced by the interns, were awarded to a boy and girl in each of the six grade levels. More importantly, the entry form for the contest was a book report. Hundreds of entry form book synopses were submitted.

   c. The Wax Museum. Fifth and sixth grade students presented a wax museum for children (other than primary) in the building. Each child was to select a favorite person, read a biography or autobiography, prepare a short summary, design a costume and wear it for Halloween to represent this person, become statues in a Wax Museum, who when turned on (by a paper "press here" button attached to clothing) by

child visitors to the wax museum, would tell about him/herself. The interns themselves were dressed as characters from The Wizzard of Oz and participated in the event.

d. Dressed in weird Halloween costumes, the interns dramatized poems and stories in many classrooms.

5. December Holidays Around the World. The interns and supervisory Team identified this topic as the December building theme. The interns facilitated the project for teachers in several ways: books, songs, celebrations, and writing activities and presentations. A special emphasis on Spanish and French customs resulted due to the interns' cultural backgrounds and foreign language facility.

In addition, the interns introduced a newspaper unit in the upper grades and bookmaking and authorship in lower grades. The uninterrupted sustained silent reading (USSR) was incorporated by the staff of Holland School.

Detailed descriptions of intern activities and experiences are contained in monthly logs* constructed by them during the time spent at Holland.

Workshops. Three workshop sessions presented for the Holland Staff also focused on "Motivation in Reading." Goals and objectives for these staff development activities were the basis for planning by the university consultant and Holland representatives. A description of specific workshop objectives and activities is provided elsewhere.**

Validation Studies Design

To validate impact of the staff development activities, four sets of data were assembled and analyzed: (1) feedback from Holland staff regarding intern activities, (2) Holland parent and student responses to a mail survey,

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*The University of Toledo/Springfield Local Schools Teacher Corps Project, "Intern Log for Holland Elementary School," September through December, 1980 (Toledo, Ohio: The Project, 1980).

**See The University of Toledo/Springfield Local Schools Teacher Corps Project, "An Initial Assessment of Year Two Activities" (Toledo, Ohio: The Project, January, 1981), pp. 7-8.

(3) reading interest inventories administered to primary (Grades 1 and 2) and intermediate elementary (Grades 3 through 6) students at Crissey, Dorr St., and Holland Schools, and (4) feedback from workshop participants (see Attachment A).

Findings and Conclusions

As stated in the 1981 Continuation Proposal, feedback from the Holland Staff regarding intern activities (Table I, Attachment B) showed the following (pp. 20-21):

> For the most part intern activities were judged by teachers to be both interesting and effective. The activities associated with Introducing Books and Reading Stories received the most positive response. Moreover, the Pumpkin Seed Reading Contest and Halloween language arts dramatization activities were highly rated. Some intern activities received less positive ratings and, in some cases, teachers indicated that they were unable to judge an activity. For example, the interns constructed excellent learning centers to be left in the Holland building along with a check-out system but failed to advertise or announce that the learning centers were in the Resource Room. Thus many teachers were totally unaware of this activity. Other activities such as working in the resource center and correlating science materials with the science curriculum were not visible to a large majority of teachers. A lesson learned was that the Intern Supervisory Team did not thoroughly understand their role in the project. Communication was mostly of a one-way type. Departmental Chairpersons asked teachers what they would like the interns to do within the agreed upon theme, but it appears that they did not communicate the results of their meetings with the interns in terms of final selections for building and individual room activities. Some teachers felt that what they had asked for was not delivered. This was true, of course, in terms of individual needs. For example, an item on one teacher's list was a poetry unit; on another it was materials to accompany the Ginn textbook and so on. Activities were selected by the Supervisory Team and the interns from a long list collected by the Supervisory Team. Time restrictions prevented the interns from providing everything on the list to all teachers. Therefore, priorities were established. However, it appears that these decisions were not understood by teachers. The problem was lack of clear communication.

Tables II and III (Attachment B) summarize findings of the mail survey to Holland parents and students. The 1981 Continuation Proposal states (pp. 21-22):

> Two hundred and fifteen parents out of a possible 800

> responded to the questionnaire. Eighty-five percent indicated that their children had positive attitudes toward reading. Of particular interest to the project was that 40 percent reported more positive attitudes in December than in September. Less than one percent reported less positive attitudes. About one-half said that their children read a lot. Thirty-eight percent said that their children are actually reading more than before the Fall Quarter.

In addition, student respondents to the mail survey identified thirty-four titles introduced by the interns. Silverstein's Where the Sidewalk Ends, a book used extensively by interns and others during the fall, was most often identified (see Table IV in Attachment B).

Tables V and VI (Attachment B) display class averages for the primary and intermediate Student Interest Inventories administered at the three elementary schools, and Tables VII and VIII summarize results of the respective analyses of variance among schools. As stated in the 1981 Continuation Proposal (p. 22):

> Results indicated that there were no statistically significant differences among the three populations in the primary grades. However, in the intermediate grades a statistical difference was recorded. Although attitudes toward reading are not highly positive in general as measured in the study, intern intervention activities in the Holland school promoted a more positive attitude toward reading.

Finally, feedback from participants in the Holland Workshop (Table IX, Attachment B) indicates very positive response by teachers in this regard. As one respondent put it (Table IX, p. 2):

> Dr. Sandberg's own interest in teaching and true love of kids is a "shot in the arm" we all need from time to time. We can get too burdened with day to day pressures, and he restores enthusiasm.

In conclusion, it can be stated that the school intervention activities conducted at Holland during the fall had positive impacts on children, the Holland Staff and reading program, and the project interns. Further study of continuing impact of the intervention activities will reveal residual impact of those activities as the school year progresses.

Attachment A

Teacher Corps * Program '79
The University of Toledo/
Springfield Local Schools

INTERN ACTIVITY FEEDBACK
Fall Quarter, 1980

! ! IMPORTANT - READ FIRST! !

The four Teacher Corps Interns have been working with members of the Holland Elementary Staff this fall. The Interns have developed and participated in a variety of activities with students and staff members to enhance "motivation in reading."

Items no. 1 through 13 below refer to respective Intern activities. Items no. 14 through 20 refer to the Interns themselves as they implemented the identified activities. Please indicate the extent of your agreement or disagreement with each of the items below by circling the appropriate numeral using the scale given.

Scale:
6 = Agree Strongly
5 = Agree Mostly
4 = Agree Somewhat
3 = Disagree Somewhat
2 = Disagree Mostly
1 = Disagree Strongly
0 = Unable to Respond

Each of the following activities with which I am familiar was interesting and effective:

1.	Presenting "Welcome Back to School" Books to the Holland Staff	6	5	4	3	2	1	0
2.	Working in the Resource Center	6	5	4	3	2	1	0
3.	Introducing Books	6	5	4	3	2	1	0
4.	Storytelling	6	5	4	3	2	1	0
5.	Constructing Learning Centers	6	5	4	3	2	1	0
6.	Correlating Resource Center Materials with Science Texts	6	5	4	3	2	1	0
7.	Conducting "Edgar Allen Pumpkin" Language Arts Activities	6	5	4	3	2	1	0
8.	Conducting Pumpkin Seeds Reading Contest	6	5	4	3	2	1	0
9.	Dramatizing Halloween Stories	6	5	4	3	2	1	0

10.	Conducting Halloween "Wax Museum"	6	5	4	3	2	1	0
11.	Bookmaking	6	5	4	3	2	1	0
12.	Implementing Newspaper Unit	6	5	4	3	2	1	0
13.	Conducting "December Holidays Around the World" Unit	6	5	4	3	2	1	0

The Interns demonstrated each of the following characteristics in carrying out activities at Holland with which I am familiar:

14.	Preparedness	6	5	4	3	2	1	0
15.	Enthusiasm	6	5	4	3	2	1	0
16.	Articulateness	6	5	4	3	2	1	0
17.	Poise	6	5	4	3	2	1	0
18.	Punctuality	6	5	4	3	2	1	0
19.	Effectiveness	6	5	4	3	2	1	0

20. Identify intern activities which you already have, or plan to, utilize in your own teaching:

Holland Elementary School
STUDENT READING SURVEY
November, 1980

Dear Parents:

This fall has been a busy one at Holland Elementary. Members of my staff and I have been involved in a number of new opportunities for Holland students. An area of special interest for us is student reading.

We are fortunate at this time to have resources made available to us through The University of Toledo's College of Education. In that regard, we are attempting to collect some additional information about our students' reading. We would appreciate it very much, therefore, if you would respond as completely as you can to the questions below about your child's reading. In addition, we ask that you assist your student in responding to the questions on the reverse side.

THIS IS NOT AN EVALUATION OF YOUR CHILD'S READING ACHIEVEMENT. It is an attempt to gather information to help us work more effectively with your student. Please return the completed survey in the postage-paid envelope provided. THANK YOU in advance for your cooperation and support.

Sincerely,

Orison Y. Chaffee
Principal

---

1. What is your child's attitude toward reading?

   Circle one: VERY POSITIVE | MOSTLY POSITIVE | INDIFFERENT | MOSTLY NEGATIVE | VERY NEGATIVE

2. What is your child's attitude toward reading now compared to what it was when school started this fall?

   Circle one: MORE POSITIVE | ABOUT THE SAME | LESS POSITIVE

3. How much does your child read outside school?

   Circle one: A GREAT DEAL | SOME BUT NOT MUCH | NOT AT ALL

4. What is the amount of time your child spends reading now compared to what it was when school started this fall?

   Circle one:. GREATER | ABOUT THE SAME | LESS

To the Student:

Please respond as best you can to each of the questions below. Thank you in advance for helping us and yourself.

---

1. How much do you <u>like</u> to read?

   Circle one: A LOT A LITTLE BIT NOT AT ALL

2. How much <u>time</u> do you spend reading outside school?

   Circle one: A LOT A LITTLE BIT NOT AT ALL

3. How well do you like reading period at school?

   Circle one: A LOT A LITTLE BIT NOT AT ALL

   Please explain:

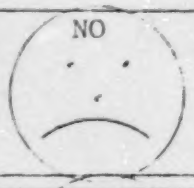
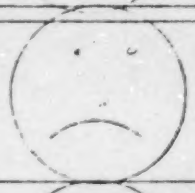
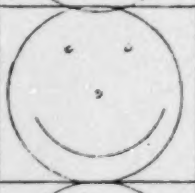
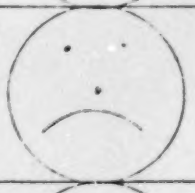
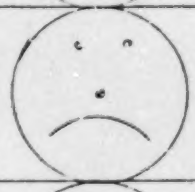
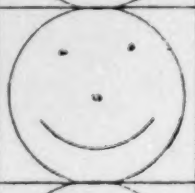
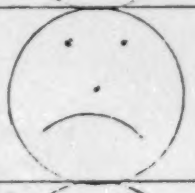
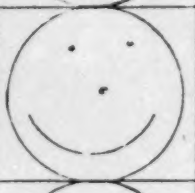
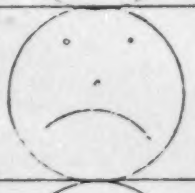
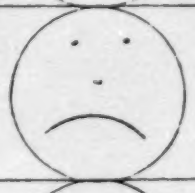
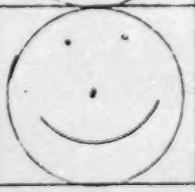
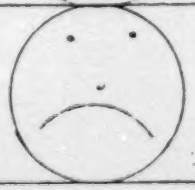
4. What books have you read since school started this year that you liked very much? Write down their titles here:

5. Are there some books you have heard about recently which you haven't read yet but would like to read? Write down their titles here:

STUDENT INTEREST INVENTORY: GRADES 1 & 2

NAME_____ SCHOOL_____ GRADE_____

DIRECTIONS: Read each statement to the children. Ask them to put an X on the Smiley Face if they agree with the statement or an X on the Sad Face if they do not agree.

	YES	NO
Sample item: I like chocolate cake.		
1. I like someone to read to me.		
2. I like to look at books.		
3. Books make good presents.		
4. Reading is boring.		
5. I like to read.		
6. There should be more time for reading in school.		
7. Reading is too hard.		
8. I am a good reader.		

STUDENT INTEREST INVENTORY: GRADES 3-6

SCHOOL _____ GRADE _____

DIRECTIONS: Each student has his or her own feelings about reading. This inventory has no right or wrong answers and will not be used to give grades. If you have a question about the statement or do not understand the directions, please raise your hand. Each statement will be read twice. CIRCLE Yes, No, or Not Sure.

Sample items:	YES	NO	NOT SURE
A. I like chocolate cake.	YES	NO	NOT SURE
B. I do not like to eat.	YES	NO	NOT SURE
1. Reading is for learning but not for enjoyment.	YES	NO	NOT SURE
2. Money spent on books is well-spent.	YES	NO	NOT SURE
3. There is nothing to be gained from reading books.	YES	NO	NOT SURE
4. Books are a bore.	YES	NO	NOT SURE
5. Reading is a good way to spend spare time.	YES	NO	NOT SURE
6. I like to tell others about books I have read.	YES	NO	NOT SURE
7. Reading turns me on.	YES	NO	NOT SURE
8. Reading is only for smart kids.	YES	NO	NOT SURE
9. Books aren't usually good enough to finish.	YES	NO	NOT SURE
10. There should be more time for free reading during the school day.	YES	NO	NOT SURE
11. Reading becomes boring after about an hour.	YES	NO	NOT SURE
12. Most books are too long and dull.	YES	NO	NOT SURE
13. Free reading doesn't teach anything.	YES	NO	NOT SURE
14. Reading is rewarding to me.	YES	NO	NOT SURE
15. There are many books which I hope to read.	YES	NO	NOT SURE
16. Books should not be read except for class requirements.	YES	NO	NOT SURE
17. Reading is something I can do without.	YES	NO	NOT SURE
18. Some summer vacation time should be set aside for reading.	YES	NO	NOT SURE
19. Books make good presents.	YES	NO	NOT SURE
20. Reading is dull.	YES	NO	NOT SURE

CENTRAL ADMINISTRATIVE OFFICE MADISON STREET AREA CODE 419 PHONE 865

Springfield Local Schools

HOLLAND, OHIO 43528

November 24, 1980

Teacher Corps Communication

To: Trieber Acre
Orr Chaffee
Paul Smith

From: Jim Gress

Re: Student Reading

As Ralph Carroll has informed you in recent meetings, the Teacher Corps project has prepared a short reading interest inventory to be administered to all Springfield students in grades one through six. One form is to be administered to students in grades three, four, five and six; a second simplified form is to be administered to students in grades one and two.

Please announce to all members of your staff this week that the inventories and accompanying instructions will be delivered to your respective buildings on Monday, December 1st. and that the inventories are to be administered and returned to the Teacher Corps Office by the end of the day, Wednesday, December 3rd. It is anticipated that students will need 5-10 minutes to complete the inventories.

Thank you in advance for your cooperation.

copy: Mr. Carroll

November 26, 1980

TO: Classroom Teachers, Grades 3-6

FROM: Teacher Corps Project Staff

RE: Student Interest Inventory

Please help us in insuring that every student in your class completes an Inventory. In addition, please ask each student to put his or her name on the reverse side of the Inventory. No space is provided for the student's name, so you may want to ask students to be certain that they have put names on the Inventory sheets before returning them to you.

In addition, if you would like to use Inventory results in your diagnosis of individual student progress, please check (✓) below and return to Teacher Corps.

Thank you in advance for your cooperation!

_____ Yes, I would like to use Inventory results for individual student diagnosis.

_____ Teacher _____ School

Teacher Corps * Program '79
The University of Toledo/
Springfield Local Schools

WORKSHOP FEEDBACK
Holland Elementary School
Fall, 1980

! ! IMPORTANT - READ FIRST ! !

Three workshop sessions were presented through the Teacher Corps project this fall to facilitate enhancement of "motivation in reading" at Holland Elementary. The workshop was planned with the university consultant by a committee of Holland Staff members to address high priority building needs identified by the entire Staff last year.

Items no. 1 through 6 below are based on the specific objectives developed by the planning committee for the respective workshop sessions. Items no. 7 through 13 refer to each and all sessions.

Please check the date(s) below for the session(s) you attended. Then indicate the extent of your agreement or disagreement with the items about the session(s) you attended as well as with the items for "All Sessions" by circling the appropriate numeral according to the scale given. In addition, please respond briefly to the final item in the space provided.

Scale: 6 = Agree Strongly
5 = Agree Mostly
4 = Agree Somewhat
3 = Disagree Somewhat
2 = Disagree Mostly
1 = Disagree Strongly

Sessions: __ October 16
__ November 13
__ December 4

October 16th Session

1. The workshop demonstrated the use of pantomime for increasing student interest in reading poetry.	6	5	4	3	2	1
2. The workshop demonstrated the use of drama to capture student interest in identified types of textbook stories.	6	5	4	3	2	1

November 13th Session

3. The workshop demonstrated the use of poetry for teaching reading skills.	6	5	4	3	2	1
4. The workshop demonstrated the use of short stories for teaching reading skills.	6	5	4	3	2	1

December 4th Session

5. The workshop facilitated discussion of, and individual thinking about, the direct teaching of rules of phonics and word attack in reading.	6	5	4	3	2	1
6. The workshop explored ways of making reading a significant source of satisfaction for students.	6	5	4	3	2	1

All Sessions

7. Workshop activities provided some useful information.	6	5	4	3	2	1
8. Workshop activities were interesting.	6	5	4	3	2	1
9. The university consultant was competent.	6	5	4	3	2	1
10. The university consultant was well-prepared.	6	5	4	3	2	1
11. The university consultant was interesting.	6	5	4	3	2	1
12. The workshop helped me in my teaching.	6	5	4	3	2	1

13. Identify ways in which the workshop session(s) helped you in your teaching:

TABLE I. INTERN ACTIVITY FEEDBACK (N=21)

Item	N Responses 6	5	4	3	2	1	NR*	$\bar{X}$
Each of the following activities with which I am familiar was interesting and effective:								
1. Presenting "Welcome Back to School" Books to the Holland Staff	4	7	4	3	1	1	1	4.3
2. Working in the Resource Center	1	3	-	-	3	3	11	3.0
3. Introducing Books	4	4	5	4	1	-	3	4.3
4. Story reading	3	5	6	2	1	-	4	4.4
5. Constructing Learning Centers	1	1	-	-	1	4	14	2.4
6. Correlating Resource Center Materials with Science Texts	-	1	-	1	-	4	15	2.0
7. Conducting "Edgar Allen Pumpkin" Language Arts Activities	2	5	5	6	-	2	1	3.9
8. Conducting Pumpkin Seeds Reading Contest	7	5	2	4	-	1	2	4.6
9. Dramatizing Halloween Stories	2	7	3	-	2	1	6	4.3
10. Conducting Halloween "Wax Museum"	2	2	-	2	3	3	9	3.1
11. Bookmaking	-	1	-	1	1	-	18	3.3
12. Implementing Newspaper Unit	-	1	-	3	-	1	16	3.0
13. Conducting "December Holidays Around the World" Unit	1	2	4	4	2	4	4	3.1
The Interns demonstrated each of the following characteristics in carrying out activities at Holland with which I am familiar:								
14. Preparedness - story reading	3	2	5	3	4	1	3	3.8
15. Enthusaism	5	4	7	2	2	1	-	4.2

*NR = Unable to Respond; not included in calculating average.

16.	Articulateness	2	5	7	2	1	2	2	3.9
17.	Poise	2	4	7	3	3	1	1	3.8
18.	Punctuality	3	3	1	4	7	1	2	3.4
19.	Effectiveness	2	1	5	3	3	5	2	3.0

TABLE II SUMMARY OF PARENTS' PERCEPTIONS OF STUDENT READING ATTITUDES (N=215).

Current Attitude	N	%
Very Positive	105	48.8
Mostly Positive	81	37.7
Indifferent	24	11.2
Mostly Negative	5	2.3
Very Negative	-	-

Reading Frequency --Outside School	N	%
A Great Deal	107	48.8
Some But Not Much	103	47.9
Not At All	2	0.9
No Response	3	1.4

Attitude Change	N	%
More Positive	86	40.0
About the Same	128	59.5
Less Positive	1	0.5

Reading Frequency --Change	N	%
Greater	82	38.1
About the Same	125	58.1
Less	4	1.9
No Response	4	1.9

TABLE III SUMMARY OF STUDENTS' REPORTED READING ATTITUDES (N=215).

Expressed Interest	N	%
A Lot	143	66.5
A Little Bit	66	30.7
Not at All	2	0.9
No Response	4	1.9

Interest "at School"	N	%
A Lot	179	83.2
A Little Bit	24	11.2
Not at All	12	5.6

Reported Time Investment	N	%
A Lot	67	31.2
A Little Bit	128	59.5
Not at All	6	2.8
No Response	14	6.5

TABLE IV BOOKS INTRODUCED BY INTERNS IDENTIFIED AS "LIKED VERY MUCH" OR "WOULD LIKE TO READ" BY HOLLAND STUDENTS

Author, Title	N*
1. Archbald, Crazy Legs McBain	
2. Barton, The Little House	5
3. Blume, Blubber	3
4. _____, Freckle Juice	
5. _____, Tales of a Fourth Grade Nothing	5
6. Bright, Georgie and the Robbers	
7. Bulla, George Washington	
8. Chodes/Wohl, Bruce Jenner	
9. Cleary, Mitch and Amy	
10. _____, The Mouse and the Motorcycle	4
11. _____, Ramona and Her Mother	
12. _____, Ramona the Best	
13. _____, Ribsy	
14. Dahl, The Magic Finger	
15. Disney, Black Whole	
16. Fitzhugh, Harriet the Spy	2
17. Gipson, Old Yeller	
18. Harris, The School Nurse	
19. Hoff, Chester	
20. ____, Danny and the Dino	
21. ____, Grizzworld	
22. Jackson, Johnny Bench	2
23. Kalb, The Goof that Won the Penant	
24. Krythe, All About Christmas	
25. Mayes, Dolly Madison	
26. Minarik, Little Bear	
27. Moore, The Snake that Went to School	
28. Rockwell, How to Eat Fried Worms	5
29. Ronan, Galileo	
30. Sharr, The Hair Book	2
31. Silverstein, The Giving Tree	
32. _____, Where the Sidewalk Ends	33
33. Thayer, Gus Was a Friendly Ghost	
34. White, Charlotte's Web	7

*N=1 Unless otherwise indicated.

TABLE V SCHOOL DISTRIBUTIONS OF AVERAGE CLASS SCORES FOR READING INTEREST INVENTORY (GRADES 1&2).*

Class	Crissey		Dorr St.		Holland	
	X	N	X	N	X	N
1.	6.57	21	6.47	17	6.55	20
2.	5.94	18	6.18	22	6.23	22
3.	5.58	19	6.11	18	5.95	19
4.	5.48	21	6.00	20	5.74	23
5.			5.91	23	5.68	22
6.			5.50	8	5.67	12
7.			5.05	22	5.55	20
8.					5.36	14
9.					4.00	4
All	5.90	79	5.90	130	5.82	156

*Includes primary level special education classes.

TABLE VI SCHOOL DISTRIBUTIONS OF AVERAGE CLASS SCORES FOR READING INTEREST INVENTORY (Grades 3-6)*

Class	Crissey		Dorr St.		Holland	
	X	N	X	N	X	N
1.	16.08	25	17.80	10	15.64	14
2.	13.79	24	15.11	27	15.42	24
3.	13.74	19	13.86	21	14.68	22
4.	13.10	28	13.04	24	14.52	27
5.	12.76	21	12.31	51**	14.38	29
6.	12.05	20	11.83	29	14.23	22
7.	12.00	22	11.82	28	13.73	26
8.	10.55	22	10.85	26	13.38	24
9.			9.44	9	13.41	22
10.			9.25	16	13.36	25
11.					13.26	23
12.					12.75	28
13.					12.74	27
14.					12.65	26
15.					12.65	26
16.					12.62	13
17.					12.58	24
18.					12.38	24
All	13.07	181	12.48	241	13.54	426

*Includes intermediate level special education classes.

**Two classes combined

TABLE VII ANALYSIS OF VARIANCE FOR INTEREST INVENTORY SCORES (GRADES 1&2)

Source	SS	df	MS	F
School	1.480	2	0.740	0.722
Grade Level	24.631	2	12.315	5.417*
Interaction	5.618	3	1.873	0.481
Error	811.584	357	2.273	
Total	843.313	364		

*p < .005

TABLE VIII ANALYSIS OF VARIANCE FOR INTEREST INVENTORY SCORES (GRADES 3-6)

Source	SS	df	MS	F
School	151.284	2	75.642	3.415*
Grade Level	118.144	4	29.536	0.256
Interaction	203.450	7	29.064	0.241
Error	18475.098	824	22.152	
Total	18947.976	847		

*p < .05

TABLE IX WORKSHOP FEEDBACK -- Holland Elementary School

Item	N Responses 6	5	4	3	2	1	NR*	X
1st Session (N=16)								
1. The workshop demonstrated the use of pantomime for increasing student interest in reading poetry.	11	5	-	-	-	-	-	5.7
2. The workshop demonstrated the use of drama to capture student interest in identified types of textbook stories.	11	5	-	-	-	-	-	5.7
2nd Session (N=17)								
3. The workshop demonstrated the use of poetry for teaching reading skills.	6	8	3	-	-	-	-	5.2
4. The workshop demonstrated the use of short stories for teaching reading skills.	6	5	4	2	-	-	-	4.9
3rd Session (N=15)								
5. The workshop facilitated discussion of, and individual thinking about, the direct teaching of rules of phonics and word attack in reading.	5	4	5	-	1	-		4.8
6. The workshop explored ways of making reading a significant source of satisfaction for students.	4	4	4	2	1	-		4.5
All Sessions (N=18)								
7. Workshop activities provided some useful information.	8	8	1	1	-	-	-	5.3
8. Workshop activities were interesting.	9	7	2	-	-	-	-	5.4
9. The university consultant was competent.	14	1	2	-	1	-	-	5.5

*NR = No Response; not included in calculating average.

10.	The university consultant was well-prepared.	14	2	2	-	-	-	-	5.7
11.	The university consultant was interesting.	14	1	3	-	-	-	-	5.6
12.	The workshop helped me in my teaching.	6	8	2	1	1	-	-	4.9

Classroom Applications

Made me aware of children's literature that can be used as supplementary material in my teaching. Many ideas on teaching various word skills.

I was able to use some of the ideas immediately.

Motivated me to motivate my students in a more dramatic way.

To act out more stories and to get the "feel" of the story or song-poem.

Dr. Sandberg's own interest in teaching and true love of kids is a "shot in the arm" we all need from time to time. We can get too burdened with day to day pressures and he restores enthusiasm.

I will try to use some of his methods - Poetry.

Provided many worthwhile ideas. Was very motivating. Gave me many examples of books to use in the classroom.

I used some of Dr. Sandberg's ideas in my class.

Herb gave actual sources and the practical use of those sources for the classroom. This saved me much research time.

Creating interest in poetry.

I did the Halloween activities with my class. They loved it!

It gave me examples I can use in my classroom that will really work.